

Language & Communication Related Learning

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Tuesday- Friday
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Objectives

1. Service overview
2. Areas SPs work in
3. Language and speech
 - Definition
 - Identification- *check list*
 - Impact
 - Assessment
 - Activities and strategies
 - Referral process
 - CISP



SESLHD Paediatric Speech Pathology Service

South Eastern Sydney Local Health District (SESLHD)

Where are we located?

The Sutherland Shire- Caringbah, Menai and Engadine
Community Health Centres

St George- Rockdale and St George Community Health Centres

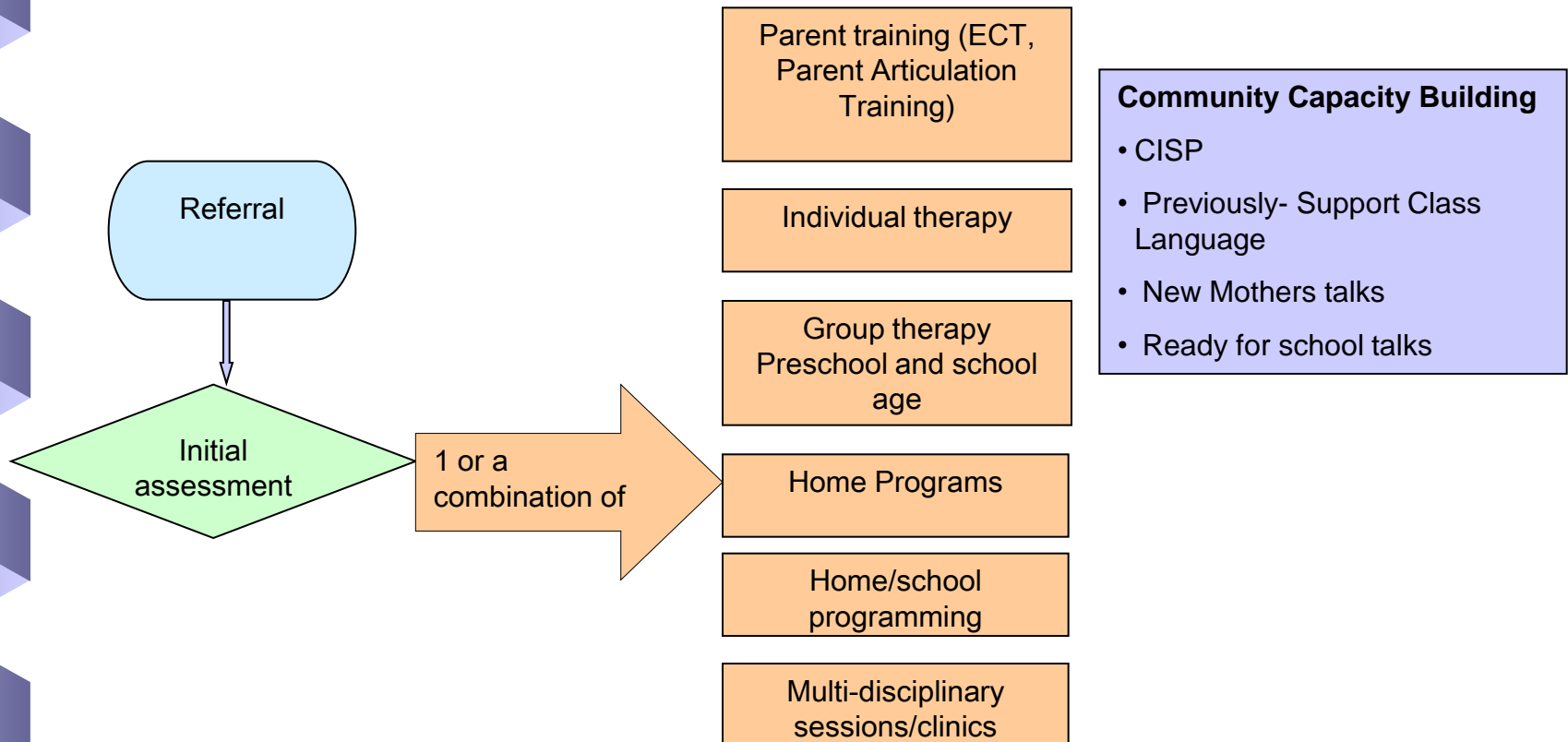
Who we see:

Children aged 0-16 years

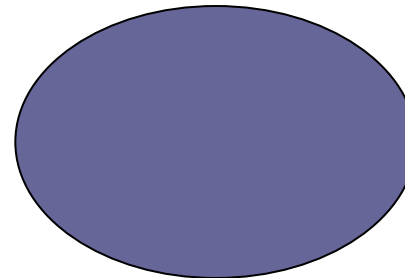
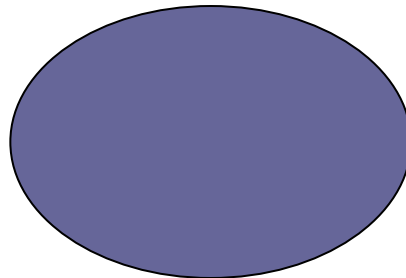
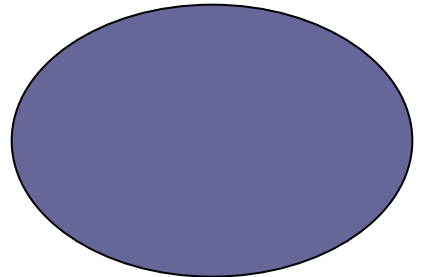
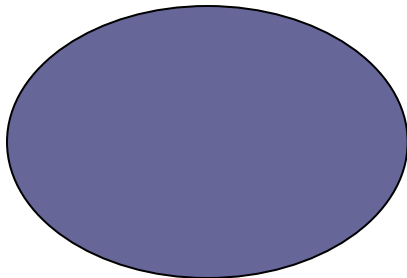
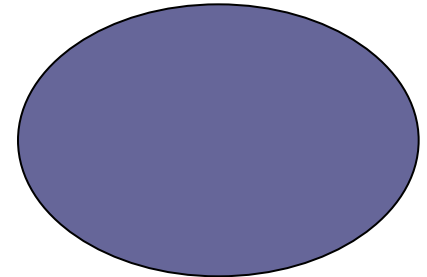
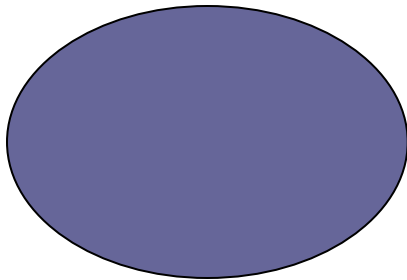
Children's cognitive ability must fall in the mild range and above.

Children with communication and feeding difficulties

WHAT WE OFFER



Can you name the areas SPs work in?



A vertical spiral binding on the left side of the page, consisting of a grey metal rod with a blue and white striped ribbon wrapped around it.

GAME TIME

ELIMINATION

LANGUAGE

Continuum

Receptive

Expressive



Understanding



Spoken words



Identification

receptive language difficulties

Look for:

- Behaviour indicators
- Learning indicators
- Language indicators

* *check lists available*



Identification

expressive language difficulties

Look for:

- Behaviour indicators
- Learning indicators
- Language indicators

* *check lists available*



Impact

receptive language difficulties

- **Classroom Participation**
- **Literacy Development**
- **Other Key Learning Areas/Social Skills**



Impact

expressive language difficulties

- **Classroom Participation**
- **Literacy Development**
- **Other Key Learning Areas/Social Skills**



ASSESSMENT- school age

TESTS	WHAT IT ASSESSES
CELF P2	Receptive & Expressive Language- word and simple sentence level
CELF 4	Receptive & Expressive Language- word and simple sentence level
SAOLA, Bus Story,	Oral narrative- macrostructure, information supplied, sentence length and structure, sequencing events, vocab and grammar
RAPT-R	Amount of information supplied Grammar

CELF 4

5-21 years

- Core language score
- Receptive language score
- Expressive language score

Guidelines for describing severity

%ile	Description
85 and above	above average
16*-84	within normal limits
7-15	mild
2-6	moderate
<2	severe

Aided- visual supports

∞ Objects



∞ Remnants

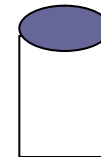


∞ Logos



∞ Photographs

∞ Line drawings



∞ Sight vocabulary

coca-cola

∞ Orthography

C O K E

Concrete Symbols-
Easiest to understand

Abstract Symbols-
Most difficult to understand



Unaided visual supports

non concrete

Facial expressions

Body language

Gesture- movement

Mime

Makaton

AUSLAN

Finger spelling

Olfactory

Speech

Vocalisations

Adapted from A. Sweep (2006)



Did you know...?

“In every group of 30 students, an average of 22 are able to effectively learn through visual, auditory and kinaesthetic strategies (they can adapt their learning style to different presentation styles). Of the remaining 8, 6 prefer one modality so strongly that they struggle to learn unless the information is presented in their special mode.

For these children, knowing their learning modality can mean the difference between learning success and failure...”

(Michael Grinder, Education Consultant, USA)



Strategies

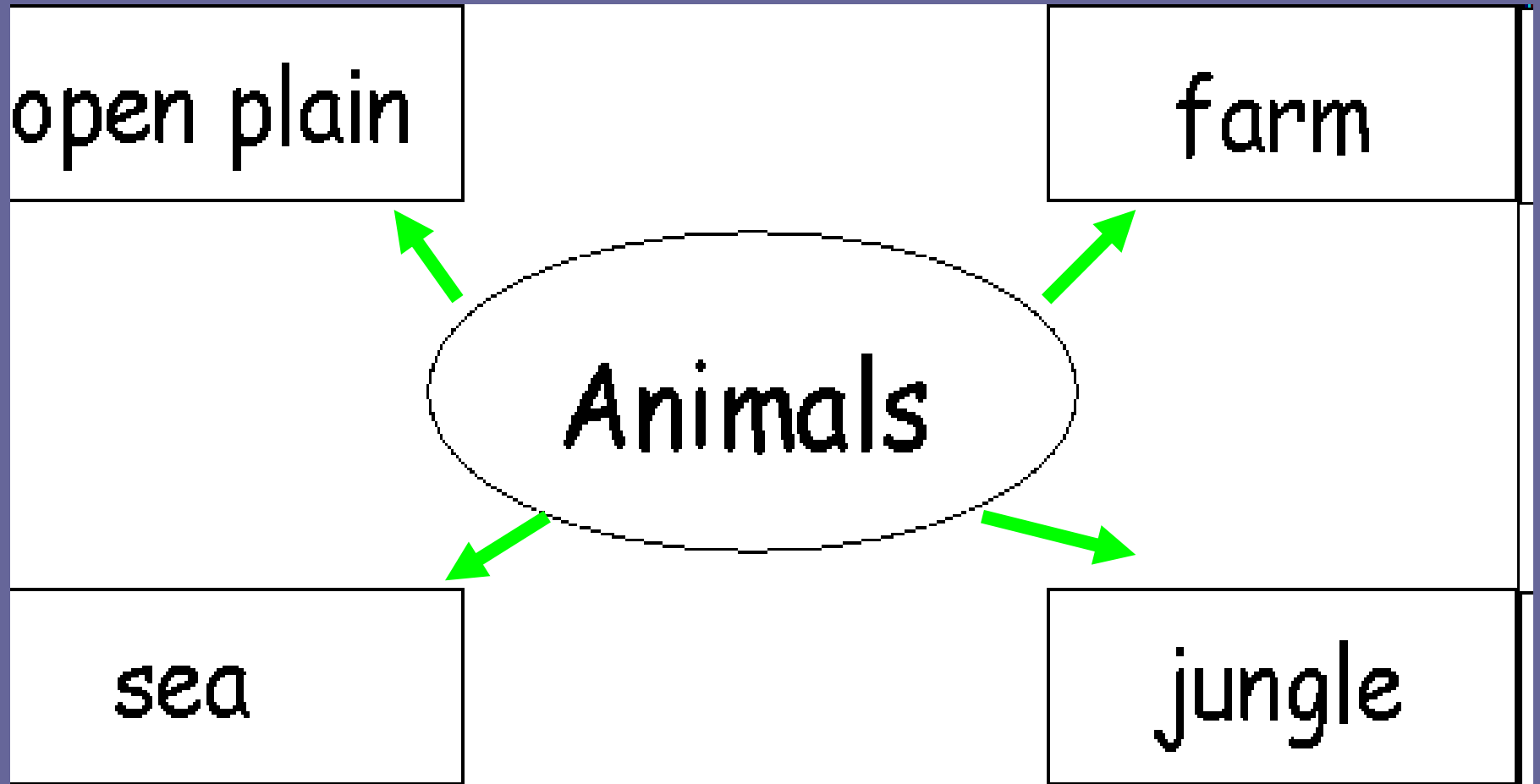
- ∩ Scaffolds
- ∩ Word banks
- ∩ Mind maps
- ∩ Word meaning list
- ∩ Project and story planners

Word bank

When



Mind maps or semantic webs



Word meaning list

Note: you can
draw a picture
too

Word:

What does it mean:

- 1.
- 2.

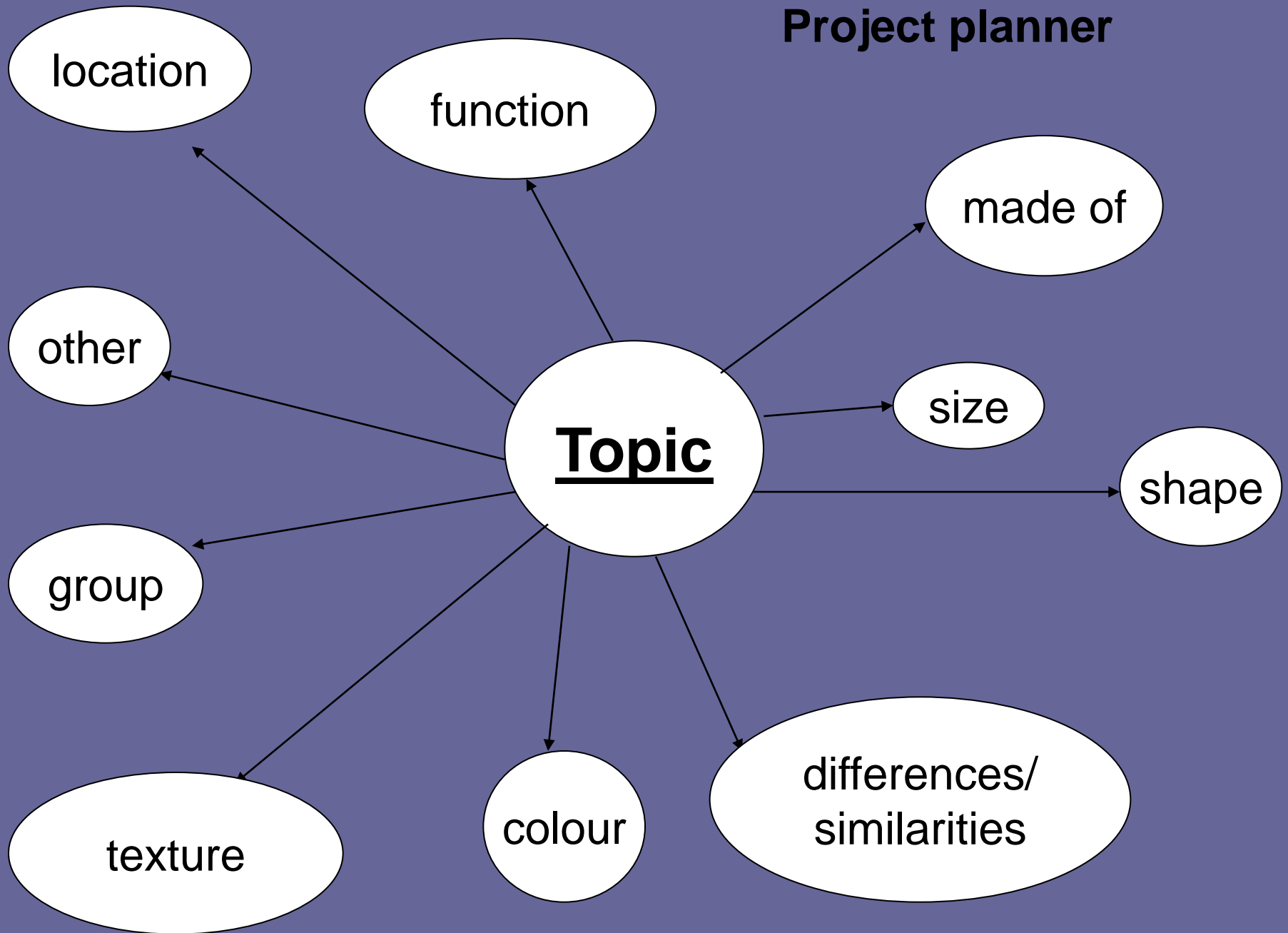
Other words that have a similar meaning

- | | |
|----|----|
| 1. | 3. |
| 2. | 4. |

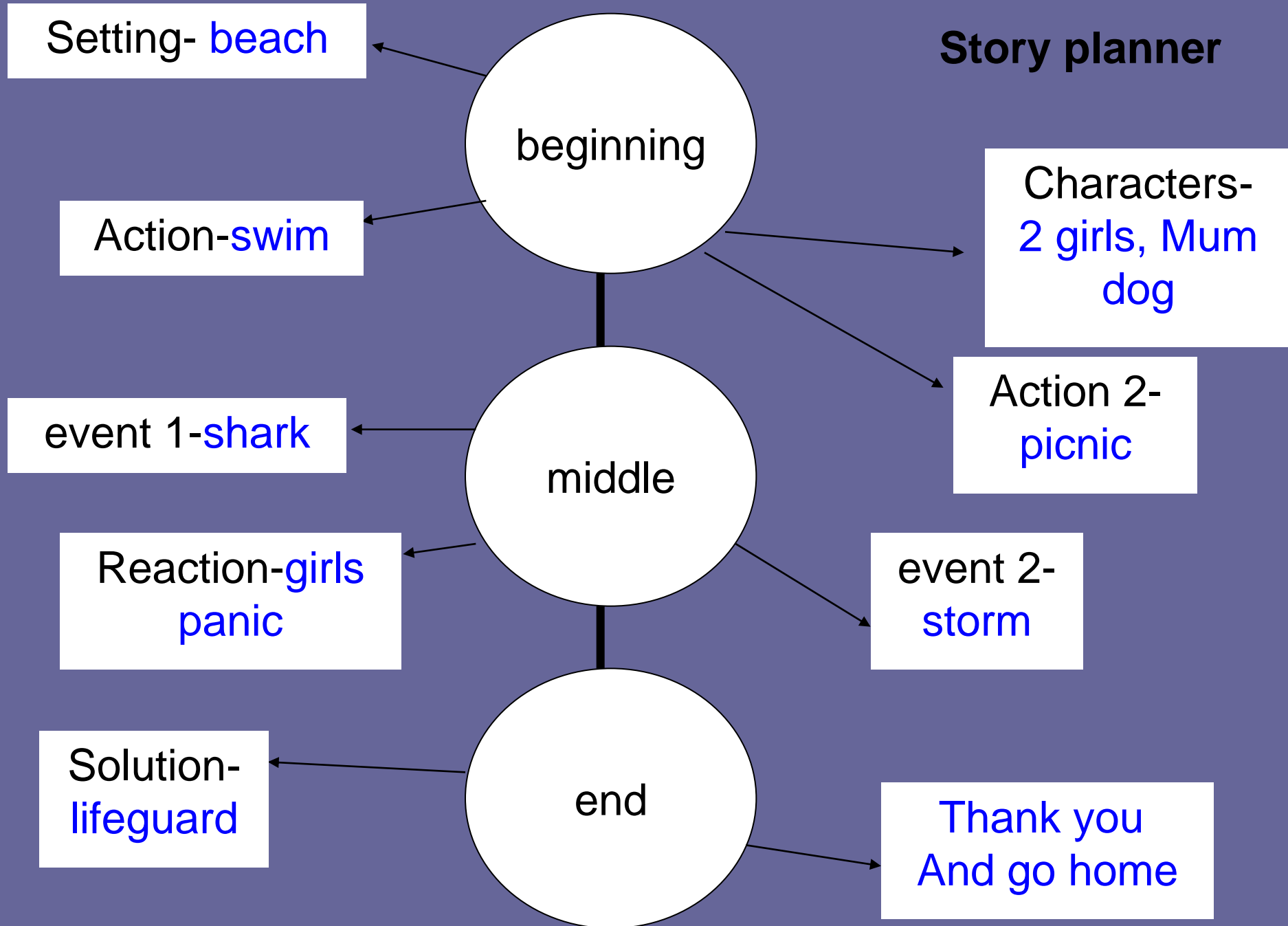
What does it look like:

Other:

Project planner



Story planner



Check list- for editing work

Did i use a capital letter
for the names of people,
places and at the start
of a sentence?

A a



Did i answer all
parts of the question?

✓ ?

☐

Is my spelling correct?

~~Kat~~
Cat

☐

OTHER:

Did I read over my work?

Did I include all information?

Did i use a full stop?

●

☐

Topic:

Number? #

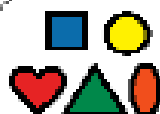


Who?

Where?



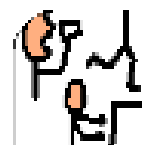
Size?



Shape?



When?



Function?

Texture?



Colour?



Parts?



Verbal strategies

Modeling – you say a word, phrase, sentence which the child may imitate

Expansions – adding on words!

Practical activity: identify how you can use either models or expansions if presented with the following situations/sentences that a student presents you with:

"That one my brother room"

"It was that black thing"

"The princess goed and swallowed it"

"The mouses chase the cat"



Verbal strategies

Binary choices

Sentence Completion

Extending

Yes/No questions

Sound prompts

Semantic prompts

Activities for

- Sequencing - Grammar - Classification
- Increasing comprehension & vocabulary

Question the author (Q+A) McKeown and Beck & Reciprocal teaching (Palincsar & Brown, 1974)

- Ω Use open ended questions during joint reading of a text with discussion following the children's responses
- Ω Really focusing on the content
- Ω Ask comprehension questions at the end of each page and introduce the puppets who do the asking
- Ω **Clarifying Clarence**- whose role is to clarify any unknown words, talk about their meaning, synonyms
- Ω **Summarising Summa**- talks about the main idea, puts the ideas in order
- Ω **Questioning Queenie**- Asks questions, WH questions, how questions, why questions, I wonder....
- Ω **Predicting Precious Pru** - Predicts what it going to happen next. Pru can ask "What is going to happen next?" "What do you think will happen next?" etc



Speech

Implications for the Classroom

- **Classroom Participation**
- **Literacy Development**
- **Other Key Learning Areas/Social Skills**

Articulation Development

Ages at which most children master various sounds

2 years

m n h p
w t d



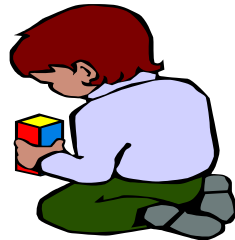
3 years

k g f ng y



4 years

l s z sh ch
j zh



5 years

v



6 years

r



7-8 years

th (voiced)

th (voiceless)



How to refer:

Speech pathology referral
Speak to the intake officer

- Intake for TSH

9522 1000

- Intake for STG

*Parent permission



CISP - Collaboration in Schools Project

Provision of paediatric speech
pathology services
for school aged children in
primary schools in STG and TSH
areas



CISP - Collaboration in Schools Project

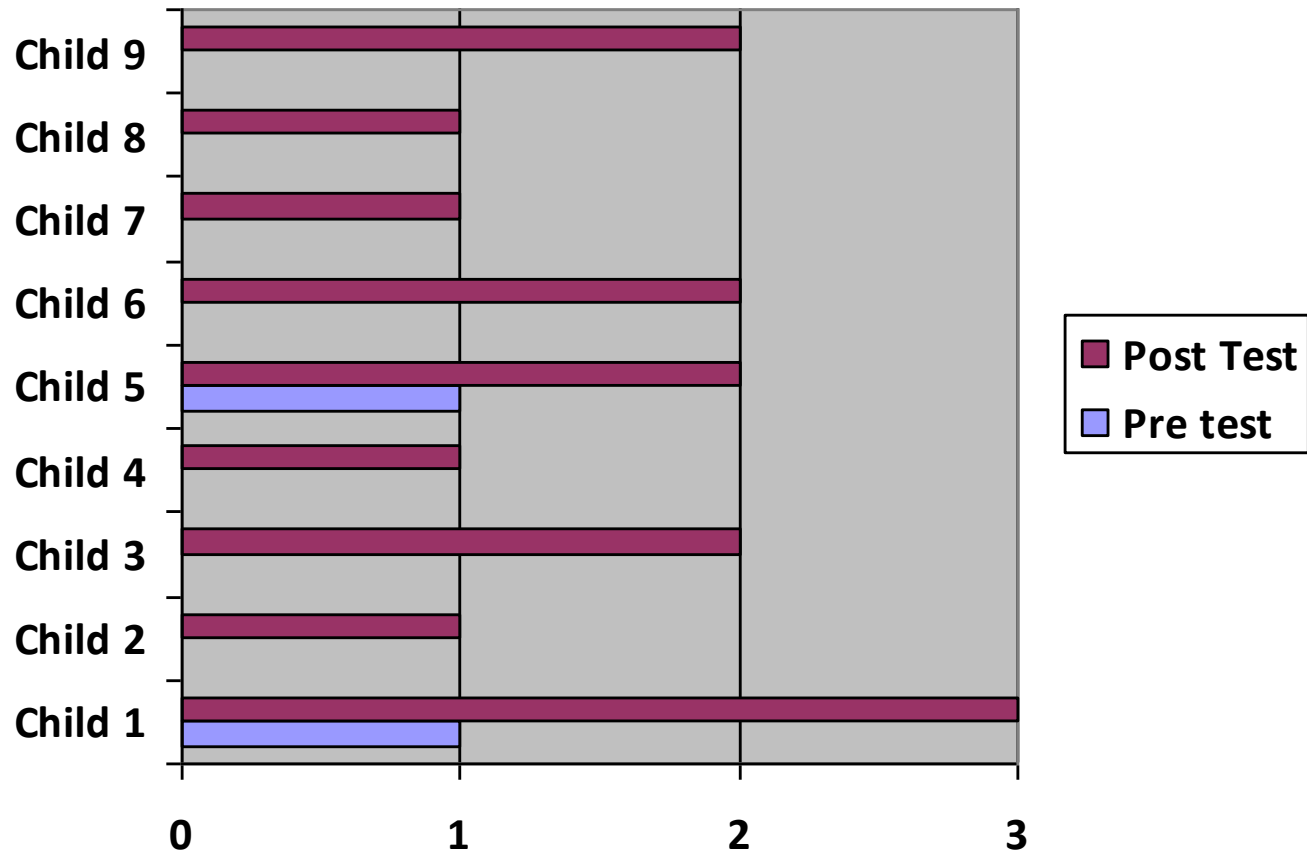
1. To increase teacher's **knowledge of communication difficulties**
2. To increase teacher's ability to **identify** students with **communication difficulties**
3. To improve teacher's ability to:
 - **to adjust teaching within the classroom**
 - **to support students with communication difficulties**
 - **to modify or develop resources**
4. To improve teacher ability to **make appropriate referrals**
5. To improve the **skills** of children **with and without communication difficulties**

What schools get??

- Fully qualified SP
- Min. 68 hours (pending Service Agreement options)
- Capacity building
- Sustainable
- Resources
- Team teaching for 1.5 hours a week
- Follow up activities
- Assessments
- Referral process, identification checklists
- Over 7s who are eligible for group therapy- skip the waiting list
- 10 weeks
- 4 stages
- Session plans, goals, activities & strategies are developed in accordance with Stages of the syllabus - *"Talking and Listening"* and *"Reading and Writing"* curriculum outcomes and indicators

Teacher & SP's classification of stage of Narrative development

0= Beginning
1= Developing
2= Transitional
3= Consolidated



TASK 1

KNOWLEDGE OF AN EXPOSITION INCLUDING ITS DEFINITION

Figure 11

A- What is an exposition/what is it used for?

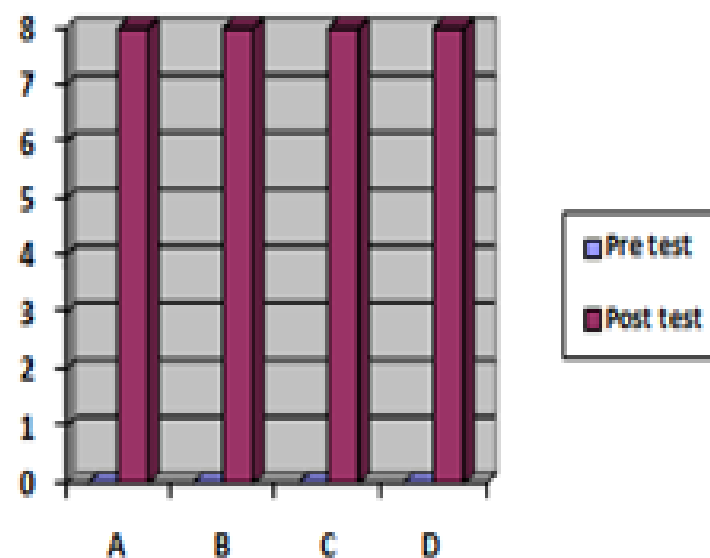
What are the parts of an exposition?

B- Statement of position

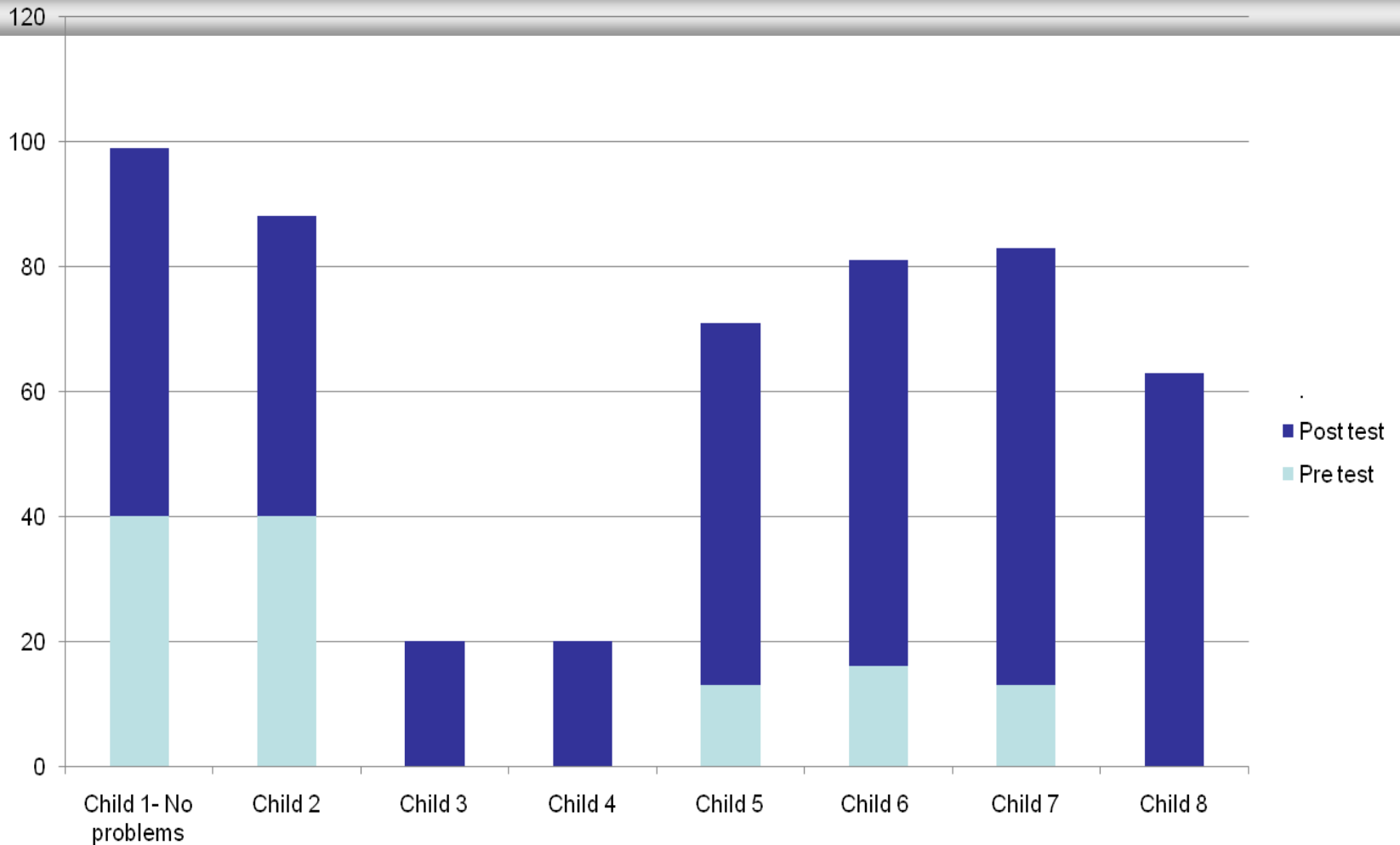
C- Arguments (2 or more)

D- Summary/Conclusion

Figure 11



Results- SPAT





Contact details again-

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TAKING CISP APPLICATIONS NOW